

Abbott House Improvement Plan/Progress Report Form

Principle 3: Appropriate Evaluation				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>In two of three files reviewed in which students were sixteen years old, the review team found transition assessment was not completed within the 25 school days after the receipt of signed parent consent to evaluate, nor were other timelines agreed to by the agency administration and the parents. An interview supported that the assessments were given at a later date. In one of six files reviewed by the review team, a language evaluation was given prior to obtaining parental consent.</p>				
<p>Desired Outcome(s): Through systemic change, the agency/agency will achieve these results for students with disabilities and their families.</p> <p>The agency will complete evaluations within the 25 school days after the receipt of signed parent consent to evaluate, or within other timelines agreed to by the agency administration and the parents.</p>				
<p>Measurable Goal: The agency/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels</p> <p>All students will have evaluations completed within the 25 school days after the receipt of signed parent consent to evaluate, or within other timelines agreed to by the agency administration and the parents.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>

6 month reporting date 10/01/05 received 10/01/05
 12 month reporting date _04/01/06__received 02/15/06
 Closed 02/15/06

<p>1. What will the agency do to improve? To ensure evaluations are completed within the 25 school days following the receipt of signed parent consent the agency will document the timeline on a tracking chart, which indicates when evaluation much be completed.</p> <p>What data will be given to SEP to verify this objective? The agency will submit the number of evaluations and/or reevaluations conducted to SEP and indicate how many evaluations were completed within the 25 school days after the receipt of signed parent consent to evaluate, or within other timelines agreed to by the agency administration and the parents.</p>	<p>August 30, 2005 On going there after</p>	<p>Executive Director, Program Director, Special Education Teacher/ Director and Primary Teacher</p>	<p>Continue 10/25/05</p>	<p>Met 02/15/06</p>
<p>Please explain the data (6 month) Abbott House records the date when we receive the parent consent. This way we know when the 25 days are up. Thirteen of the nineteen girls that qualified for and IEP were fourteen years old or older were given the ESTR-J-Revised Transition within 25 days after receiving the parent consent.</p>				
<p>Please explain the data (12 month) Abbott House records the date when we receive the parent consent. This way we know when the 25 days are up. Thirteen of the nineteen girls that qualified for an IEP were fourteen years old or older were given the ESTR-J Revised Transition within 25 days after receiving the parent consent. Also all nineteen of the girls that qualified for an IEP completed all of the necessary evaluations within the 25 days.</p>				

Principle 3: Appropriate Evaluation

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<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p>				
<p>Issues requiring immediate attention In six files reviewed by the monitoring team, the multidisciplinary report indicated emotional disturbance as the disability. In three of six files, the disabling condition was not substantiated by documentation within the file. The student's evaluation information did not support meeting the criteria for emotional disturbance. Documentation in Abbott House's self assessment indicated 100% of their students have been identified with disabilities over the past three years. Interviews indicated the eligibility criteria for emotional disturbance was not clearly understood by staff as to how the multidisciplinary team tells the differences between a student who has a emotional disturbance and a student who is having conduct problems.</p>				
<p>Desired Outcome(s): Through systemic change, the agency/agency will achieve these results for students with disabilities and their families.</p> <p>The agency will conduct comprehensive evaluations to identify eligibility for special education in South Dakota.</p>				
<p>2. Measurable Goal: The agency/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.</p> <p>All students who qualify for special education in the area of emotional disturbance will have documentation which supports the eligibility criteria.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>

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<p>1. What will the agency do to improve? The agency will conduct an in-service to review and discuss the state eligibility criteria for emotional disturbance.</p> <p>What data will be given to SEP to verify this objective? The agency will submit to SEP the date of the meeting, list of people in attendances and summary of procedural outcomes.</p>	As soon as possible	Special Education Teacher / Director, Executive Director, Program Director, Primary Teacher	Continue 10/25/05	Met 02/15/06
<p>Please explain the data (6 month) We covered emotional disturbance on 5/4/05. The entire teaching staff was present: Michelle Vissia, Diane Westberg, Julie Fritzmeier, Sandy Steinberg, Scott Spencer, Kelsey Van Overschelde, and Clark Slykhuis.</p>				
<p>Please explain the data (12 month) see attached form</p>				
<p>2. What will the agency do to improve? The agency will reconvene three student's IEP committee and revisit eligibility for special education or special education and related services. (list of students to conduct meeting for was given to the Special education Director)</p> <p>What data will be given to SEP to verify this objective? The agency will submit a copy of each student's multidisciplinary report, which will document the outcome of the meeting.</p>	As soon as possible	Special Education Teacher / Director, Executive Director, Program Director, and Primary Teacher	Continue 10/25/05	Met 02/15/06
<p>Please explain the data (6 month) We have dismissed three girls from the MDT/IEP due to not qualifying emotionally for them or completing this goal.</p>				
<p>Please explain the data (12 month) See attached reports. Student on was dismissed. Student 2 qualified for ED due to inability to build or maintain satisfactory interpersonal relationships with peers and teachers. Student 3 qualified for ED because of inability to build or maintain interpersonal relationships as well as symptoms or fears associated with personal or school problems.</p>				

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<p>3. What will the agency do to improve? The agency will use the state eligibility criteria when determining if a child qualifies for special education in the area of emotional disturbance.</p> <p>What data will be given to SEP to verify this objective? The agency will submit to SEP the number of South Dakota students in the program and of that number how many qualify for special education services and in what disability areas.</p>	<p>August 30, 2005 On going there after</p>	<p>Special Education Teacher / Director, Executive Director, Program Director, and Primary Teacher</p>	<p>Continue 10/25/05</p>	<p>Met 02/15/06</p>
<p>Please explain the data (6 month) Abbott House has 32 girls, 19 of whom qualify for an IEP, Emotionally and academically. Nine girls do not qualify and four are pending on the psychologist report and educational evaluation.</p>				
<p>Please explain the data (12 month) Abbott House has 32 girls, 19 of whom qualify for an IEP, all 19 are identified as Emotionally Distrubed. Nine girls do not qualify and four are pending on the psychologist report and educational evaluation.</p>				

<p>Principle 5: Individual Education Program</p>
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>In two of three files reviewed in which students were sixteen years old or older, transition was not addressed in the student's IEP present level of performance. The present levels of performance should be based upon the functional assessment information gathered during the comprehensive evaluation process.</p>
<p>Desired Outcome(s): Through systemic change, the agency/agency will achieve these results for students with disabilities and their families.</p> <p>The agency will ensure that students in need of a transition services will have PLOP (Present Level of Performance) which address transition services to include skill area(s) to be addressed, strengths, needs, how the disability affects the student involvement and progress in the general curriculum and parent input.</p>

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<p>Measurable Goal: The agency/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels</p> <p>All students in need of a transition services will have a PLOP which address transition services to include skill area(s) to be addressed, strengths, needs, how the disability affects the student involvement and progress in the general curriculum and parent input.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the agency do to improve? A meeting was held with Bev Peterson, the state transition representative, on January 10, 2005 at the Abbott House. She explained the importance of a transition assessment and how to relate the goals and objectives to the present level page. The special education teacher also attended a workshop on transition training on February 18, 2005. In-service documentation is available.</p> <p>What data will be given to SEP to verify this objective? The agency will submit to SEP the date of the meetings, list of people in attendances and summary of procedural outcomes.</p>	<p>August 30, 2005</p>	<p>Special Education Teacher / Director, Executive Director, Program Director, and Primary Teacher</p>	<p>Goal met 10/25/05</p>	
<p>Please explain the data (6 month) Michelle Vissia attended a transition training on 2/18/05. Since then we have included the ESTR-J-Revised Transition in the PLOP of the girls that were 14 years of age or older.</p>				
<p>Please explain the data (12 month)</p>				

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<p>2. What will the agency do to improve? Abbott House will ensure that students on IEPs in need of a transition services will have PLOP (Present Level of Performance) addressed. Transition services will include the five skill area(s), strengths, needs, how the disability affects the student involvement and progress in the general curriculum and parent input.</p> <p>What data will be given to SEP to verify this objective? The agency will submit the number of students in need of a transition plan to address the five areas and of those how many had a transition PLOP which included information (strengths, needs, how the disability affects the student involvement and progress in the general curriculum and parent input) from the five skill area(s).</p>	<p>August 2005, On going there after</p>	<p>Special Education Teacher / Director, Executive Director, Program Director, and Primary Teacher</p>	<p>Goal Met 10/25/05</p>	
<p>Please explain the data (6 month) Nineteen girls qualified for and IEP and thirteen of them qualified for the transition plan which was included in the PLOP.</p>				
<p>Please explain the data (12 month)</p>				